

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content standards indicate what all students should know, understand, and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

The following standards are for all students, and the expanded benchmarks are specifically labeled throughout the document:

Content Standard 1 - Students construct meaning as they comprehend, interpret, and respond to what they read.

Content Standard 2 - Students apply a range of skills and strategies to read.

Content Standard 3 - Students set goals, monitor, and evaluate their progress in reading.

Content Standard 4 - Students select, read, and respond to print and nonprint material for a variety of purposes.

Content Standard 5 - Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Essence of Standard 1: Comprehend and make use of ideas from a variety of information sources.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

End of Grade 4 –

When reading, students will:

1.1 Make predictions and connections between new material and previous information/experiences.

Expanded Benchmarks

- 1.1.1 Understand information to anticipate and attend to reading activity.
 - 1.1.1.1 Attend to people and objects in the environment.
 - 1.1.1.2 Anticipate the beginning of literacy activity (look toward reader, tolerate headphones, locate literacy materials).
 - 1.1.1.3 Attend to literacy materials.
 - 1.1.1.4 Attend to person and literacy materials in a purposeful manner.
 - 1.1.1.5 Attend to literacy materials from beginning to end.
- 1.1.2 Understand information and get meaning from books and other information sources when text is supported by sounds, graphics, and/or object.
 - 1.1.2.1 Preview/explore literacy material (look at, touch, hold, listen).
 - 1.1.2.2 Make a prediction.
 - 1.1.2.3 Verify a prior prediction.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

1.1.3 Understand information and respond to signs and other print information at school, home, and in the community.

- 1.1.3.1 Respond to own name, spoken/signed, print/picture.
- 1.1.3.2 Attend to a picture/symbol/object when presented.
- 1.1.3.3 Locate a picture/symbol/object when named or signed.
- 1.1.3.4 Locate environmental print/picture/symbol/object.
- 1.1.3.5 Identify environmental print in its context (e.g., point to “women’s” restroom, the lunchroom, in/out, etc.).

1.1.4 Understand information and use text, spoken information, and/or objects to complete simple tasks.

- 1.1.4.1 Anticipate routines or patterns connected to a literacy activity.
- 1.1.4.2 Follow routines or patterns connected to a literacy activity.
- 1.1.4.3 Use appropriate literacy-related materials (computer, switch activated tape, videotape player, etc.).
- 1.1.4.4 Follow directions that contain verbs (point to; look at; turn page; hit switch).
- 1.1.4.5 Follow directions that contain prepositions.

1.2 Incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.

Expanded Benchmarks

1.2.1 Use information to guide action and apply information learned from one print and/or nonprint information source to another situation.

- 1.2.1.1 Identify a variety of resources (e.g., computer, dictionary, map).
- 1.2.1.2 Identify resource materials to gain information about words.
- 1.2.1.3 Use environmental print to navigate (e.g., locate places using signs).

1.2.2 Use information from a prior experience to understand reading material.

- 1.2.2.1 Request adaptations needed prior to understanding a story/reading selection.
- 1.2.2.2 Request to review literacy materials (preview).
- 1.2.2.3 Identify a prior experience that relates to the content of selection.

1.2.3. Use information to guide action and sort groups of known words, pictures, and/or objects into categories based on a common feature or function.

- 1.2.3.1 Identify words/pictures/symbols/objects used for social communication.
- 1.2.3.2 Identify words/pictures/symbols/objects used for content communication.
- 1.2.3.3 Sort words/pictures/symbols/objects into groups.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

1.3 Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.

Expanded Benchmarks

- 1.3.1 Express ideas and select personal preference when given a choice between two or more print/nonprint items.
 - 1.3.1.1 Communicate preferred mode for reading/comprehending literacy materials.
 - 1.3.1.2 Request/select literacy materials/books for others to read.
 - 1.3.1.3 Indicate preference when offered a choice of books.
 - 1.3.1.4 Select literacy materials/books by character or topic.
- 1.3.2 Express ideas and feelings about information that has been presented.
 - 1.3.2.1 Respond to information gained by developing an opinion about a reading selection.
- 1.3.3 Express ideas and respond to text by expressing opinions, creating illustrations, or using resources.
 - 1.3.3.1 Communicate an opinion about the text.
 - 1.3.3.2 Defend an opinion about the reading selection using detail from the text.
 - 1.3.3.3 Creates an illustration/photo essay/object box specific to the text.
- 1.3.4 Express ideas and react with appropriate affect to information thought or intended to be funny or sad.
 - 1.3.4.1 Display affect appropriate to content.
 - 1.3.4.2 Display affect appropriate to the author's purpose (e.g., smile at humor, respond to information gained).
 - 1.3.4.3 Display affect appropriate to the theme of a reading selection.

1.4 Demonstrate basic understanding of main ideas and some supporting details.

Expanded Benchmarks

- 1.4.1 Share information and tell others the main idea of a message or story that has been heard.
 - 1.4.1.1 Recall name of a common object/symbol when given the function of the object or symbol.
 - 1.4.1.2 Identify the main idea in a story.
 - 1.4.1.3 Identify details related to the main idea of a story.
 - 1.4.1.4 Identify the main message of an expository reading selection.
 - 1.4.1.5 Identify details related to the main message of an expository reading selection.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

1.4.2 Share a favorite or preferred print and/or nonprint information source with another.

1.4.2.1 Identify a favorite part of a story/text.

1.4.2.2 Retell/communicate to others a favorite part of a story/text.

1.4.2.3 Identify a preferred resource to gain information.

1.5 Accurately retell key elements of appropriate reading material.

Expanded Benchmarks

1.5.1 Recall important aspects of what was read.

1.5.1.1 Identify key elements of reading material.

1.5.1.2 Retell a summary of the text.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

End of Grade 8 –

When reading, students will:

- 1.1 Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.
- 1.2 Compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.
- 1.3 Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.
- 1.4 Demonstrate understanding of main ideas and select important supporting facts and details.
- 1.5 Provide accurate, detailed summaries using key elements of appropriate reading material.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Upon Graduation – End of Grade 12

When reading, students will:

- 1.1 Make predictions and describe inferences and connections within material and between new material and previous information/experiences.
- 1.2 Integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
- 1.3 Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.
- 1.4 Demonstrate understanding of main ideas and formulate arguments using supporting evidence.
- 1.5 Accurately paraphrase reading material, reflecting tone and point of view.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Content Standard 2

Students apply a range of skills and strategies to read

Essence of Standard 2: Interpret print and non-print information.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

End of Grade 4 –

When reading, students will:

2.1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.

Expanded Benchmarks

2.1.1 Interpret information presented in print and nonprint formats and understand that text has meaning.

2.1.1.1 Match objects to pictures.

2.1.1.2 Understand that pictures of objects can vary in literacy formats.

2.1.1.3 Recognize that printed words associate to pictures of objects.

2.1.2 Interpret information presented in print and nonprint formats and connect sounds to letters and words.

2.1.2.1 Locate letters in words.

2.1.2.2 Recognize consonant letter-sound association.

2.1.2.3 Name/identify the initial consonant sound in a spoken word.

2.1.2.4 Recognize vowel letter-sound association.

2.1.3 Interpret information presented in print and nonprint formats and read basic sight words and personal identifying information.

2.1.3.1 Match pictures to printed words.

2.1.3.2 Locate environmental print in a story.

2.1.3.3 Recognize familiar printed words, including such words as names of objects and people.

2.1.3.4 Indicate that a sentence is made up of words.

2.1.3.5 Use simple sound-letter association to decode unfamiliar words.

2.1.3.6 Locate the root word in words with plural, past tense, or suffix endings.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

2.1.4 Interpret information presented in print and nonprint formats and recognize letters of the alphabet.

2.1.4.1 Orient a word/picture/symbol/object correctly.

2.1.4.2 Identify letters by name/signing.

2.1.5 Interpret information presented in print and nonprint formats and associate meaning of words with objects or actions.

2.1.5.1 Match spoken/signed or written words to actions or objects.

2.1.5.2 Use spoken/signed or written words to communicate requests, actions, or objects.

2.1.6 Interpret information presented in print and nonprint formats and associate a drawing, picture and/or object with a familiar action or event.

2.1.6.1 Match a picture/symbol/object to communicate requests, actions, or objects.

2.1.6.2 Use a picture/symbol/object to communicate requests, actions, or objects.

2.1.7. Interpret information presented in print and nonprint formats and use matching to interpret information.

2.1.7.1 Match groups of pictures/symbols/objects of the same type to describe an action.

2.1.7.2 Review a grouping and communicate an identifying detail specific to the grouping (e.g., a globe, map, and drawing all can give directional information).

2.2 Demonstrate understanding of literacy elements (e.g., plot, character, setting, problem, solution).

Expanded Benchmarks

2.2.1 Demonstrate understanding of reading material.

2.2.1.1 Demonstrate understanding of a problem presented in a story/reading selection.

2.2.1.2 Demonstrate understanding of a solution presented in a story/reading selection.

2.2.1.3 Analyze supporting details in order to draw conclusions from a reading selection.

2.2.1.4 Draw conclusions from facts presented in a story/reading selection.

2.2.1.5 Identify the setting.

2.2.2. Identify the main character and setting of a story.

2.2.2.1 Answer “who” questions about characters in stories (using spoken words; pictures/symbols/objects; or communication devices)

2.2.2.2 Identify characters in reading materials.

2.2.2.3 Identify the main character in a story.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

- 2.2.2.4 Describe characters by using details in a story. (Locate words that describe the characters and the setting in a story/reading selection.)
- 2.2.2.5 Recognize that quotations in text refer to a character speaking.
- 2.2.2.6 Indicate an understanding of the meaning of a message in quotation.

- 2.2.3 Respond to basic questions about plot/outcome of a story.
 - 2.2.3.1 Answer “what” questions about objects in stories.
 - 2.2.3.2 Answer “where” questions about places in stories.
 - 2.2.3.3 Answer simple “what would happen if” questions to demonstrate an understanding of cause/effect of character actions on events.
 - 2.2.3.4 Answer “how” questions about events in a reading selection.
 - 2.2.3.5 Answer “why” questions about issues in a reading selection.
 - 2.2.3.6 Identify supporting details from a reading selection.
 - 2.2.3.7 Identify opinions within a reading selection.
- 2.2.4 Identify the beginning, middle, and end of reading material.
 - 2.2.4.1 Identify components related to the beginning of a reading selection.
 - 2.2.4.2 Identify components related to the middle of a reading selection.
 - 2.2.4.3 Identify components related to the end of a reading selection.
 - 2.2.4.4 Sequence events in simple stories.
- 2.2.5. Identify repetitive elements in a story.
 - 2.2.5.1 Identify repetitive use of a particular line.
 - 2.2.5.2 Identify repetitive use of setting.

2.3 Identify literary devices (e.g., figurative language and exaggeration).

Expanded Benchmarks

- 2.3.1 Explore a variety of literary devices.
 - 2.3.1.1 Explain the meaning of figurative forms of language.
 - 2.3.1.2 Identify a person’s ideas, images, or meaning from a quote.

2.4 Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, and visuals).

Expanded Benchmarks

- 2.4.1 Comprehend complex material.
 - 2.4.1.1 Locate title, chapter, glossary, etc.
 - 2.4.1.2 Use title, chapter, glossary, etc.
 - 2.4.1.3 Use text features to move through a text in appropriate sequence.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

2.5 Adjust fluency, rate, and style of reading to the purpose of the material with guidance.

Expanded Benchmarks

2.5.1 Identify purpose of a reading selection and adapt fluency, rate, and style of reading to that purpose.

2.5.1.1 Identify when characters are speaking.

2.5.1.2 Identify when instructions are being provided.

2.5.1.3 Identify when setting is being described.

2.6 Develop vocabulary through the use of context clue, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).

Expanded Benchmarks

2.6.1 Develop vocabulary.

2.6.1.1 Demonstrate understanding of a new word based on context of a reading selection.

2.6.1.2 Identify/recognize a new word within the text of a reading selection.

2.6.2 Use words, pictures, symbols/objects to communicate.

2.6.2.1 Identify words/pictures/symbols/objects used to name familiar places (restroom, library, lunchroom, bus stop, etc.).

2.6.2.2 Use new words/pictures/symbols/objects to name familiar places.

2.6.2.3 Identify words/pictures/symbols/objects used to name familiar people (teacher, friend, parent, etc.).

2.6.2.4 Use new words/pictures/symbols/objects to name familiar people (teacher, friend, parent, etc.).

2.6.3 Interpret meaning of new words, pictures, or objects when presented in the context of a familiar story or routine.

2.6.3.1 Explain the meaning of new vocabulary words in the context of a story/reading selection/activity.

2.6.4 Generalize use of new words, pictures, symbols/objects in new settings.

2.6.4.1 Use new words/pictures/symbols/objects to communicate in new settings.

2.6.4.2 Use new words/pictures/symbols/objects to communicate a familiar message.

2.6.4.3 Use new words/pictures/symbols/objects to communicate an unfamiliar message.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

2.7. Identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.

Expanded Benchmarks

- 2.7.1 Maintain place when “reading” a sequence of words, pictures, or objects.
 - 2.7.1.1 Identify preferred mode to comprehend text.
 - 2.7.1.2 Request an adaptation that is required (large font, headphones, screen reader, etc.).
 - 2.7.1.3 Reread to gain understanding (go back a page, hit a switch to rewind tape, etc.).
 - 2.7.1.4 Use auditory or visual scanning to maintain place.
 - 2.7.1.5 Use word recognition skills and context clues to comprehend text.
 - 2.7.1.6 Use listening and/or observing strategies to comprehend a reading selection.
 - 2.7.1.7 Display knowledge of front and back, right-side up, page turning, and scanning when exploring literacy material.
- 2.7.2 Seek assistance to interpret unknown words, pictures, and/or objects.
 - 2.7.2.1 Identify words/pictures/symbols/objects that are new and unfamiliar.
 - 2.7.2.2 Request assistance to understand unfamiliar words/pictures/symbols/objects.
 - 2.7.2.3 Use organizational features to understand meaning of a word using pictures/symbols/objects.

2.8. Ask questions and check predictions prior to, during, and after reading.

Expanded Benchmarks

- 2.8.1 Respond to questions and make predictions.
 - 2.8.1.1 Answer questions about what the main idea of the text might be.
 - 2.8.1.2 Make predictions before reading.
 - 2.8.1.3 Acknowledge predictions during reading.
 - 2.8.1.4 Verify predictions after reading.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

End of Grade 8 –

When reading, students will:

2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.

2.2 Demonstrate understanding of and analyze literacy elements (e.g. plot, character, setting, point of view, conflict).

2.3 Identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).

2.4 Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, and visuals).

2.5 Adjust fluency, rate, and style of reading to the content and purpose of the material.

2.6 Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.

2.7 Use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context and adjusting rate.

2.8 Ask questions, check predictions, and summarize information prior to, during, and after reading.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Upon Graduation – End of Grade 12 –

When reading, students will:

2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.

2.2 Identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).

2.3 Identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).

2.4 Use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).

2.5 Adjust fluency, rate, and style of reading to the content and purpose of the material.

2.6 Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.

2.7 Use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context and adjusting rate.

2.8 Ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

Essence of Standard 3: Participate in reading activities.

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

End of Grade 4 –

When reading, students will:

3.1 Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.

AND

3.2 Describe reading successes and set reading goals.

Expanded Benchmarks

3.2.1 Select preferred modalities by which to access materials and communicate about reading experience.

3.2.1.1 Identify preferred mode for reading.

3.2.1.2 Identify reading goals (e.g., tolerate headphones, learn to use tape switch, maintain eye contact, increase vocabulary, increase attention, expand to other genre).

3.2.1.3 Keep a reading journal or log of selections read or heard.

3.3. Select authors, subjects, and print and nonprint material to share with others.

Expanded Benchmarks

3.3.1 Select reading materials to explore and share.

3.3.1.1 Select a favorite type of book/literacy material.

3.3.1.2 Locate a library/bookshelf/literacy materials.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

End of Grade 8 –

When reading, student will:

3.1 Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.

3.2 Monitor reading successes and set reading goals.

3.3 Select authors, subjects, and print and nonprint material, expressing reasons for recommendations.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Upon Graduation – End of Grade 12

When reading, student will:

3.1 Articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.

3.2 Analyze reading successes and attainment of reading goals.

3.3 Select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Essence of Standard 4: Use and respond to print and nonprint information for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *To gain personal satisfaction.*
- *To learn new information.*
- *To perform a task.*
- *To discover occupational applications.*
- *To expand aesthetic experiences.*
- *To use and to benefit from media and technological communication.*
- *To fulfill civic and social responsibilities.*
- *To gather information for responding.*

Benchmarks

End of Grade 4 –

When reading, students will:

4.1 Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).

Expanded Benchmarks

4.1.1. Understand purposes of various materials and texts

4.1.1.1 Demonstrate understanding of the difference between an information resource and literature.

4.1.1.2 Identify an appropriate information resource to gain specific information (e.g., use Web/phone book/newspaper).

4.1.2 Seek out print and nonprint information for pleasure.

4.1.2.1 Locate the library.

4.1.2.2 Anticipate preparation for a library visit or literacy activity.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

4.2 Solve a problem or answer a question through reading (e.g., signs, labels, instruction).

Expanded Benchmarks

4.2.1 Use print and nonprint information sources to solve a problem or gain needed information.

4.2.1.1 Identify a problem that can be solved by using a resource.

4.2.1.2 Use a resource to solve a problem or gain needed information.

4.3 Perform tasks for variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).

Expanded Benchmarks

4.3.1 Use print and nonprint materials to follow a sequence of events or steps in a task.

4.3.1.1 Identify events or steps from a functional text.

4.3.1.2 Accurately order events or steps from a functional text.

4.3.2 Use print and nonprint information sources to complete a task.

4.3.2.1 Complete a step in a task after gaining information from a source.

4.3.2.2 Complete a task after gaining information from a source.

4.3.2.3 Use another resource to complete a task (e.g., use the telephone to call a phone number found in a phone book).

4.4 Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.

Expanded Benchmarks

4.4.1 Identify diverse perspectives, cultures, and issues.

4.4.1.1 Identify cultural elements in a reading selection. (Anne Frank is Jewish.)

4.4.1.2 Identify in a reading selection details specific to a cultural issue. (e.g., Anne Frank was hiding because her life was in danger because Jewish people were being captured by the Nazis.)

4.4.1.3 Create and illustrate a photo essay/object box to express responses to a different perspective, cultural element, or issue.

4.5 Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).

Expanded Benchmarks

4.5.1 Use information sources to identify basic information about the day, weather, schedule of events, etc.

4.5.1.1 Identify facts related to the day, weather, or events in basic information.

4.5.1.2 Use a daily schedule to identify time and place of an event.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

4.5.2 Use information sources to learn about current and upcoming events in the classroom and school.

4.5.2.1 Use a school calendar or daily schedule to identify the fact of an upcoming event.

4.5.2.2 Identify details related to an upcoming classroom or school event.

4.5.3 Use information sources to learn about major events in the community and world.

4.5.3.1 Identify an upcoming event in the community.

4.5.3.2 Identify specific details of an upcoming event in the community.

4.6 Read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).

Expanded Benchmarks

4.6.1 Identify information in a variety of documents.

4.6.1.1 Identify items on a map.

4.6.1.2 Identify time of events from a schedule.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

End of Grade 8 –

When reading, students will:

4.1 Establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).

4.2 Read to organize and understand information, and to use material to investigate a topic (e.g., reference materials, manuals, public documents, newspapers, magazines and electronic information).

4.3 Read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).

4.4 Read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.

4.5 Identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).

4.6 Read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).

4.7 Identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Upon Graduation – End of Grade 12

When reading, students will:

4.1 Integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).

4.2 Read to evaluate appropriate resource material for a specific task.

4.3 Locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).

4.4 Read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).

4.5 Read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).

4.6 Read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).

4.7 Locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Essence of Standard 5: Compare and combine information from more than one source.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

End of Grade 4 –

When reading, students will:

5.1 Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.

Expanded Benchmarks

5.1.1 Use graphic organizers to identify similarities and differences.

5.1.1.1 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic in the text (e.g., main characters, setting).

5.1.1.2 On an organizer, make a graphic representation of a similarity and difference on one attribute from a topic gathered from different sources of information.

5.1.2 Identify elements that share one or more attributes, such as similarities of main characters.

5.1.2.1 Identify details of characters that are the same (e.g., physical, personality, setting).

5.1.2.2 Identify similar types of information gained from reading a variety of sources (e.g., name, address, and phone number are required on job applications, resumes, apartment applications, etc.).

5.2 Make connections, integrate, and organize information from multiple sources.

Expanded Benchmarks

5.2.1 Organize and gather information from two or more sources.

5.2.1.1 Use one source to organize information (e.g., use a concept web to record information from a source).

5.2.2 Combine information from two or more sources.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

5.3 Recognize authors' points of view.

Expanded Benchmarks

- 5.3.1 Recognize an author's point of view.
 - 5.3.1.1 Identify who is telling the story (point of view).
 - 5.3.1.2 Identify the difference between narrator and character in the story.
 - 5.3.1.3 Identify the narrator.
 - 5.3.1.4 Identify whether the narrator is inside or outside the story.

5.4 Distinguish fact from opinion in various print and nonprint material.

Expanded Benchmarks

- 5.4.1 Distinguish fact from opinion.
 - 5.4.1.1 Identify facts in text.
 - 5.4.1.2 Identify opinions in text.
 - 5.4.1.3 Express the difference between a fact and an opinion.
- 5.4.2 Identify what is true and what is false about information presented in various print and nonprint materials.
 - 5.4.2.1 Respond to yes/no questions about information in print and nonprint materials.
 - 5.4.2.2 Identify truthful information within a text.
 - 5.4.2.3 Identify nontruths within a text.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

End of Grade 8 –

When reading, students will:

5.1 Compare and contrast information and textual elements in print and nonprint material.

5.2 Make connections, explain relationships among a variety of sources, and integrate similar information.

5.3 Recognize authors' points of view and purposes.

5.4 Recognize authors' use of language and literary devices to influence readers.

5.5 Recognize, express, and defend a point of view.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Upon Graduation – End of Grade 12

When reading, students will:

- 5.1 Compare and contrast information and broad themes within and among a variety of information sources.
- 5.2 Logically synthesize information from a complex range of print and nonprint sources.
- 5.3 Apply basic principles of formal logic to print and nonprint material.
- 5.4 Analyze use of evidence, logic, language devices, and bias as strategies to influence readers.

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

Reading Performance Standards: A Profile of Four Levels

The Reading Performance Standards describe the readers' knowledge, skills, and abilities in the reading content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Reading

Advanced A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) uses a rich and varied reading and listening vocabulary;
- (c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
- (d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;
- (e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
- (f) accurately assesses and makes needed changes in reading strategies;
- (g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
- (h) consistently evaluates and monitors reading progress;
- (i) eagerly sets and meets personal reading goals;
- (j) chooses and successfully reads a variety of material for information and pleasure;
- (k) identifies a variety of purposes for reading;
- (l) recognizes how authors compose and use literary devices for a variety of purposes;
- (m) compares and contrasts information from several sources of reading; and
- (n) distinguishes fact from opinion.

Proficient A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
- (b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;
- (c) applies reading strategies and methods when reading content area material;

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

- (d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;
- (e) identifies a variety of purposes for reading;
- (f) self-selects appropriate reading material to meet a variety of purposes;
- (g) recognizes an author's purpose;
- (h) compares and integrates information from reading sources at grade level;
- (i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and
- (j) distinguishes fact from opinion.

Nearing Proficiency A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) articulates the overall meaning of the reading material;
- (b) uses a basic vocabulary to support content area reading material;
- (c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;
- (d) usually demonstrates an understanding of the elements of fiction and nonfiction;
- (e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;
- (f) self-selects appropriate reading material to meet a specific purpose;
- (g) sometimes recognizes the author's purpose;
- (h) often defines a purpose for reading;
- (i) inconsistently compares and integrates information between sources; and
- (j) sometimes distinguishes fact from opinion.

Novice A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;
- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level.

Grade 8 Reading

Advanced An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;
- (d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;
- (e) articulates and evaluates strategies used to monitor reading progress;
- (f) sets and meets reading goals;
- (g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;
- (h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;
- (i) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

Proficient An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;
- (b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (c) articulates and evaluates the strategies used to monitor reading progress;
- (d) sets and meets reading goals;
- (e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;
- (f) compares, contrasts, and integrates information, language and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and
- (g) identifies some literary devices that authors use in composing text.

Nearing Proficiency An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) demonstrates a literal understanding of the reading material and makes some interpretations;
- (b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;
- (c) sometimes combines strategies to read material with comprehension;
- (d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (e) sometimes articulates, but seldom evaluates, the strategies used to monitor reading progress;

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

- (f) sets reading goals and sometimes meets them;
- (g) sometimes self-selects appropriate material to meet a reading purpose; and
- (h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

Novice An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) demonstrates a literal understanding of the reading material;
- (b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;
- (c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;
- (d) uses a limited eighth-grade reading vocabulary;
- (e) seldom articulates the strategies used to monitor reading progress;
- (f) rarely sets or meets reading goals; and
- (g) compares information, language, and point of view from two print or nonprint sources.

Upon Graduation Reading

Advanced A graduating student at the advanced reading level demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;
- (b) describes abstract themes and ideas in the overall reading material;
- (c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;
- (d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;
- (e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (f) uses an enriched reading vocabulary beyond the twelfth grade;
- (g) successfully monitors his/her own reading progress;
- (h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;
- (i) self-selects material appropriate to a variety of reading purposes; and
- (j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

Proficient A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;
- (b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;

MONTANA STANDARDS AND EXPANDED BENCHMARKS FOR READING

- (c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
- (e) monitors his/her own reading progress;
- (f) sets and consistently meets reading goals;
- (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
- (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
- (i) analyzes the author's uses of literary devices.

Nearing Proficiency A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
- (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
- (c) monitors his/her reading, but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a limited twelfth-grade reading vocabulary;
- (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
- (f) identifies elements of an author's style;
- (g) responds creatively to reading material; and
- (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

Novice A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
- (b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;
- (c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;
- (d) uses a reading vocabulary below twelfth-grade level;
- (e) sometimes monitors his/her own reading progress;
- (f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and
- (g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.